DOCUMENT RESUME

ED 052 688 HE 002 292

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TITLE An Analysis of a Pilot Study Relating to Academic Relevancy at St. Cloud State College, St. Cloud, Minnesota. Preliminary Report.
INSTITUTION Saint Cloud State Coll., Minn.
PUB DATE 8 Sep 70
NOTE 34p.

EDRS PRICE EDRS Price MF-$0.65 HC-$3.
DESCRIPTORS Analysis of Variance, *College Students, Content Analysis, *Relevance (Education), *Research, Research Methodology, *Student Characteristics, Values
IDENTIFIERS St. Cloud State College

ABSTRACT

The purpose of the study was to develop: (1) a general theory and hierarchy of values in order to appraise academic relevancy of undergraduate students at St. Cloud State College; and (2) an academic relevancy inventory. This report presents in summary form information on: (1) the stated hypothesis; (2) the sample used; (3) the research procedures employed; (4) the analyses made; and (5) the findings. An interpretation of the findings is also made, and these include: (1) that academic relevancy is fundamentally a problem of identity and of the young adult becoming a mature, responsible citizen; and (2) that in terms of student characteristics: (a) the male student regards understanding and the application of knowledge as most relevant; (b) both male and female students experience an enormous pressure to succeed and academic relevancy appears to be related to forces converging on them; and (c) for female students a dominant theme of relevancy is the great need for immediate success. The research instruments and tests are included in the appendix. (AF)

ED052688

PRELIMINARY REPORT

An Analysis of a Pilot Study Relating to Academic Relevancy at St. Cloud State College St. Cloud, Minnesota

by
George Farrah
Professor of Education
St. Cloud State College
St. Cloud, Minnesota

September 8, 1970

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ACKNOWLEDGEMENTS

This study would not have been possible without the great contributions, both in time and effort, of various individuals at St. Cloud State College.

First, I am profoundly grateful to Mr. Louis Hird, Director of Computer Services, St. Cloud State College, for his unstinting efforts in the treatment of statistical data. For example, he translated a coding manual into the language of a computer program; he arranged for a factor analysis study at the Computer Center at the University of Minnesota; and he also generated random samples for the analyses of specific data.

Second, my deep appreciation is expressed to Dr. Paul Ingwell, Director of Institutional Research, St. Cloud State College, and to Mr. Daniel Coleman, his assistant. Not only did they make available their electronic calculator, but they were most generous in offering their suggestions in the solution of some special problems.

Third, to my colleagues at St. Cloud State College, I owe a great debt: to Dr. Russell Schmidt, for his assistance relating to theoretical aspects of the research design; to Dr. Owen Hagen, for his willigness to serve on a study committee; to Dr. and Mrs Ivan

Watkins, for their efforts in appraising hundreds of relevancy items from students; to Dr. Martha Dallmann, for her editorial suggestions concerning the inventory; and, for their generous help in administering the inventory, to Dr. John Coulter, School of Arts and Sciences, Dr. Edgar Bavery, School of Education, and Mr. Geoffrey Hirt, School of Business.

Fourth, and recognition to them is most important, I wish to thank the hundreds of St. Cloud students who participated in this relevancy study, either as those who contributed items, those who judged items, or those who were testees and answered the questions on the inventory. In particular, I wish to express my deepest appreciation to Miss Pamela Olson, Mrs. Marlene Witt, Mr. Kenneth Rubenzer, Mr. Tom Akensin, and Mr. Kurt Hannes. These students gave many hours of their precious time in order to assess items for the inventory. Indeed, if academic relevancy is enhanced in any way, the credit really belongs to this group of splendid individuals.

Finally, I thank my wife, Lucille, for tolerating stacks of paper on the living room table, and who waited patiently for me to digest the information. It is she who is also responsible for the difficult task of typing the original manuscript.

G.F.

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SUMMARY REPORT

(August 28, 1970)

SUMMARY OF AN EXPERIMENT
(Initial Phase)

TITLE — A Pilot Study of Academic Relevancy at St Cloud State College, St. Cloud, Minnesota

INVESTIGATOR — George A. Farrah

PURPOSE — To develop: (1) a general theory and hierarchy of values in order to appraise academic relevancy of undergraduate students at St. Cloud State College, and (2) an academic relevancy inventory.

HYPOTHESIS — These were stated in three forms:

1. General: That the use of this academic relevancy inventory will produce differences in various student characteristics.
2. Working: That the differences will occur within such student characteristics as sex, honor point, age, military service, and marital status.
3. Null: That there are no significant differences within such student characteristics as sex (i.e., low to average h.p.r. vs. high h.p.r.), age (i.e., under 20 vs. over 20), military service (i.e., non-veteran vs. veteran), and marital status (i.e., single vs. married).

SAMPLE — The available universe of information involved 90 students from the School of Education, 11 students from the School of Arts and Sciences, and 7 students from the School of Business, all of St. Cloud State College. This total, random sample of 108 was classified as undergraduate students with majors in each of the aforesaid areas.

TIME PERIOD — The pilot study extended from January, 1969, to August, 1970.

RESEARCH PROCEDURES — In cooperation with students and other professors, the following procedures were employed: 1) Item building by students, 2) Theory building and content analysis of items by a panel jury of students and professors from the various schools at St. Cloud State, 3) Development of a scale, utilizing 3" x 5" cards and a "Q-Sort" box, in order to assess student responses to

the items, 4) The construction of an inventory to measure academic relevancy, 5) The administration of the inventory, on one occasion, to 108 undergraduate students, and 6) The collection and treatment of data.

ANALYSES

Various tests of significance were made of means and variances. For example, after establishing confidence intervals, such tests as the t (small sample), and the test for unequal variances (F ratio) were utilized.

FINDINGS

A. General:

1. An analysis of the total mean stanine values for each of the 40 academic relevancy items revealed that 15 of these items were rated "most relevant" (i.e., stanines 7.00 - 8.23), while only 2 of these items were rated "least relevant" (i.e., stanine 3.80 - 3.90).
2. Of the 15 items designated as most relevant, the distribution between the constructs of self-concept and motivation was almost equal: 8 items were of the self-concept variety while 7 items were within the domain of motivation.
3. Of the 2 items designated as least relevant, both belonged to the constructs of self-concept, namely, role expectations.

B. Specific:

1. In terms of sample mean scores, significant differences were found among the student characteristics designated as sex, honor point ratio, age, military service, and marital status.
2. A total of 14 tests of significant differences was found, and 11 of these were within the thoeretical constructs of self-concept, while 3 were witnin the theoretical domain of motivation.
3. There were varying degrees of academic relevancy, on a "more or less" scale, but, of the total 200 tests (i.e., 40 items times 5 characteristics), of significance, only 14 or 7% of these differences among student characteristics were significant. Hence, it may be

concluded that this sample appraised for academic relevancy was generally homogeneous.

4. The construct of self-adequacy was more relevant to females than to males; the construct of role expectations was more relevant to those with low honor point ratios than to those with the high honor point ratios; the construct of self-adequacy was more relevant to those under 20 than to those over 20 years of age; the construct of role expectations was more relevant to the veterans than it was to the non-veterans, and the constructs of role expectations, failure avoidance, and goal needs were more relevant to married students than they were to single students.

5. Academic relevancy, in terms of the intensity or the value of its meaning, involves a time-person-space continuum. It must be viewed as a generalized dynamic phenomena, with particular attention to the student, the instructor, the framework of reference, and the interacting elements in the reference field, namely self-concept and motivation. Therefore, the enhancement of academic relevancy for undergraduate students must be understood within the latter context.

An Interpretation
(of a Summary Report)

An Interpretation of a Summary Report

During a period extending from January, 1969, to August, 1970, a random sample of 108 undergraduate students participated in a study of academic relevancy.

In cooperation with students and other professors, the following research procedures were employed:

1) Item building by students, 2) Theory building and content analysis of items by a panel jury of students and professors from the various schools at St. Cloud State, 3) Development of a scale, utilizing 3" x 5" cards and a "Q-Sort" box, in order to assess student responses to the items, 4) The construction of an relevancy inventory,. 5) The administration of the inventory, on one occasion, to 108 undergraduate students, and 6) The collection and treatment of data.

Findings

An interpretation of the data reveals:

1) That academic relevancy is fundamentally a problem of identity and of the young adult becoming a mature, responsible citizen.
2) That academic relevancy rightfully belongs to the reference field of self-concept and motivation. From this latter approach, relevancy is found to be a generalized, dynamic phenomena involving a time-person-space continuum.
3) That relevancy is a problem involving the affirmation or denial of values, ideas, habits, or traits.
4.0) That in terms of student characteristics:
   4.1) The male student regards understanding and the application of knowledge as most relevant. When, for whatever reasons, he cannot apply this knowledge, or when he fails in a major academic effort, he is prone to the expectations of others, to the "other-directness" rather than to his own "inner-directness." Hence, rather than a quest for a personal, life-long relevancy, the process is <u>defined</u> for him, and consequently, relevancy becomes <u>social</u> by definition - something utilitarian or temporal.
   4.2) Both male and female students experience an enormous pressure to succeed, and academic relevancy appears to be related <u>to</u>

forces converging upon them. For example, high grades are more relevant to students under 20 than to those over this age.

4.3) In the case of female students, a dominant theme of relevancy is the great need for immediate success. For example, there is great concern for avoiding failure and for living up to one's role as a professional person. This need is also characteristic of veterans and married students, which suggests the high relationship of maturity with academic relevancy.

4.4) All students seek acceptance from others. For example, there is a craving for recognition and identity as an adult. Yet, a paradox exists: while these young adults are "ready" for the experiences of the adult world, society is reluctant to recognize them as bona fide adults. Hence, there appears to be a high relationship of the quality of student experiences with academic relevancy.

5.0) Finally, that a methodology and strategy has been found to study the relationship of the aforesaid student characteristics with academic relevancy, especially in terms of homogeneity versus heterogeneity, and in terms of turmoil.

APPENDIX I

Measures of Internal Consistency for the Academic Relevancy Inventory

Table 1

Intercorrelation Matrix of the Academic Relevancy Inventory (College Form) Column Scores (N=108)

Column Factors	Self Adequacy	Role Expectations	Failure Avoidance	Goal Needs
Self Adequacy	—	.74	.77	.69
Role Expectations		—	.69	.78
Failure Avoidance			—	.50
Goal Needs				—

Table 2

Spearman-Brown Split-Half Reliability Coefficients for the Academic Relevancy Inventory (College Form) Column Scores (N=108)

Column Factors	Split-Half Reliability (Odd-Even)
Self-Adequacy	.67
Role Expectations	.68
Total Self-Concept Score	.72
Failure Avoidance	.80
Goal Needs	.08
Total Motivation Score	.51
Total Inventory Score	.85

Table 3

Test for Significance of the Pearson Product-Moment r (i.e., Coefficients of Equivalence) N=108

Column Factors	r	95 percent Confidence Interval	Ho: p = 0*
Self- Adequacy	.67	+.56 < p < +.76	Reject
Role Expectations	.68	+.58 < p < +.77	Reject
Total Self-Concept	.72	+.61 < p < +.78	Reject
Failure Avoidance	.80	+.72 < p < +.85	Reject
Goal Needs	.08	-.12 < p < +.26	Accept
Total Motivation	.51	+.36 < p < +.63	Reject
Total Inventory	.85	+.75 < p < +.89	Reject

*Interpretation:

1. To test Ho: p = 0, one examines the confidence interval. If the interval includes the value p = 0, one accepts the hypothesis of no difference. However, if the interval does not include the value p = 0, then one rejects the hypothesis that there is no significant difference.
2. Therefore, with the exception of Goal Needs, which is not significant, the six other factors are signifcantly different than zero. Finally, there is 95 percent confidence that the real correlations lie somewhere between the above intervals.

APPENDIX II

Distribution and a Comparison of the Relevancy of Items (Found to be Significantly Different) with Various Student Characteristics

Table

Distribution of Significant Tests
in Relation to Student Characteristics
and Relevancy

Student Characteristics	Relevancy				Total Frequencies
	Self-Concept		Motivation		
	Self-Adequacy	Role Expect.	Failure Avoid.	Goal Needs	
(Question 41) Sex: Male vs. Female	4	2			6
(Question 42) Honor Point Ratio: Low to Average H.P.R. vs. High H.P.R.		1			1
(Question 44) Age: Under 20 vs. Over 20	1				1
(Question 45) Military Service: Non-Veteran vs. Veteran		1			1
(Question 46) Marital Status: Single vs. Married		2	2	1	5
Totals:	5	6	2	1	14
Distribution	11 (78.8%)		3 (21.2%)		
Proportions	$1\frac{5}{14}$	$1\frac{6}{14}$	$1\frac{2}{14}$	$1\frac{1}{14}$	

Figure 1

A Comparison of relevancy of Items
with Various Student Characteristics

1. The Characteristic of Sex

		Comparative Relevancy	
Item	Category	Male	Female
6	RE	Less (6.09)	More (7.31)
13	SA	Less (5.94)	More (7.41)
17	SA	Less (5.75)	More (6.94)
21	SA	Less (7.66)	More (8.72)
26	RE	More (7.88)	Less (6.94)
29	SA	Less (7.69)	More (8.56)

1.10 <u>The Items More Relevant for Females:</u>

1.11 If your actual role as a professional person (after graduation) was not up to the expectations or standards in your field?

1.12 If after studying for hours, you still failed a test?

1.13 If you could not understand a particular personal problem?

1.14 If you got the only A on a very difficult test?

1.15 If, when you finish college, you feel ready and extremely confident to enter your chosen field?

1.20 <u>The Item More Relevant for Males:</u>

1.21 If you were told that understanding and application of knowledge were more important than receiving good grades?

2. The Characteristic of Honor Point Ratio

		Low H.P.R. $\bar{x}$	High H.P.R. $\bar{x}$
22	RE	More (4.94)	Less (3.16)

2.10 <u>The Item More Relevant for Low Honor Point Ratio</u>

2.11 If your relatives look at you as a poor example of their ideals?

Item	Category	Comparative Relevancy	
3. The Characteristic of Age			
		Under 20	Over 20
9	S.A.	More (7.28)	Less (6.05)

3.10 The Item More Relevant for Students Under 20:

3.11 If you get an A in an important subject without really trying?

4. The Characteristic of Military Service			
		Non-Veteran	Veteran
10	R.E.	Less (6.33)	More (7.92)

4.10 The Item More Relevant for Veterans:

4.11 If you found your occupation rewarding and worthwhile?

5. The Characteristic of Marital Status			
		Single	Married
2	R.E.	Less (6.19)	More (7.64)
12	G.N.	Less (6.82)	More (8.15)
15	F.A.	Less (5.51)	More (7.03)
34	R.E.	Less (5.25)	More (6.33)
39	F.A.	Less (4.67)	More (6.41)

5.10 The Items More Relevant for Married Students:

5.11 If you discovered that you were in the wrong field of study?
5.12 If you were put in a position of helping people develop or set life-time goals?
5.13 If failing terminated your desire to achieve?
5.14 If the expectations of your instructors are far greater than your efforts?
5.15 If you were caught cheating?

APPENDIX III

Tests of Significant Differences Relating to Student Characteristics

NOTE

Where variances were equal, the following test of significance was employed for all 200 tests:

$$t = \frac{(\bar{x} - \bar{y})}{\sqrt{n_x S_x^2 + n_y S_y^2}} \sqrt{\frac{n_x n_y (n_x + n_y - 2)}{n_x + n_y}}$$

Where variances were unequal, the following tests of signifcance were employed for all 200 tests:

$$t = \frac{(\bar{x} - \bar{y})}{\sqrt{\frac{S^2}{n_x} + \frac{S^2}{n_y}}} \quad \text{and} \quad f = \frac{\left(\frac{S_x^2}{n_x} + \frac{S_y^2}{n_y}\right)^2}{\frac{\left(\frac{S_x^2}{n_x}\right)^2}{n_x + 1} + \frac{\left(\frac{S_y^2}{n_y}\right)^2}{n_y + 1}}$$

The statistics and sampling distributions used thoughout this work are based on Allen L. Bernstein, A Handbook of Statistical Solutions for the Behavioral Sciences (New York: Holt, Rinehart, and Winston, Inc., 1964), 145 pp, and Wilfred J. Dixon and Frank J. Massey, Jr., Introduction to Statistical Analysis (New York: McGraw - Hill Book Company, Inc., 1957), 488 pp.

Table 1

Summary of Tests for Significance: Question #41, Male v.s Female

Item	Category	N	$\bar{x}$ Male	$\bar{x}$ Female	df.	t	t.05	Ho: Decision
1	SA	64	6.00	6.53	62	.85	1.96	Accept
2	RE	64	6.38	6.52	62	.18	1.96	Accept
3	FA	64	5.28	4.84	62	.59	1.96	Accept
4	GN	64	6.00	6.16	62	.25	1.96	Accept
5	SA	64	4.71	4.44	62	.36	1.96	Accept
6	RE	64	6.09	7.31	62	2.00	1.96	Reject
7	FA	64	6.63	7.84	62	1.81	1.96	Accept
8	GN	64	5.44	5.41	62	.04	1.96	Accept
9	SA	64	6.19	6.53	62	.57	1.96	Accept
10	RE	64	6.73	7.22	62	.71	1.96	Accept
11	FA	64	7.17	7.07	62	.20	1.96	Accept
12	GN	64	6.91	7.31	62	.67	1.96	Accept
13	SA	64	5.94	7.41	62	2.28	1.96	Reject
14	RE	64	4.29	4.97	62	1.10	1.96	Accept
15	FA	64	6.10	5.97	62	.18	1.96	Accept
16	GN	64	5.97	5.94	62	.05	1.96	Accept
17	SA	64	5.75	6.94	62	2.09	1.96	Reject
18	RE	64	3.65	4.00	62	.48	1.96	Accept
19	FA	64	6.23	7.31	62	1.79	1.96	Accept
20	GN	64	6.71	6.94	62	.38	1.96	Accept
21	SA	64	7.66	8.72	37	2.66	1.96	Reject
22	RE	64	6.15	6.26	62	1.15	1.96	Accept
23	FA	64	6.61	6.16	62	.60	1.96	Accept
24	GN	64	7.48	7.97	58	1.27	1.96	Accept
25	SA	64	6.44	6.66	62	.38	1.96	Accept
26	RE	64	7.88	6.94	53	2.21	1.96	Reject
27	FA	64	4.97	4.47	62	.83	1.96	Accept
28	GN	64	6.74	7.03	62	.45	1.96	Accept
29	SA	64	7.69	8.56	46	2.56	1.96	Reject
30	RE	64	6.28	6.89	62	.46	1.96	Accept
31	FA	64	4.75	5.09	62	.46	1.96	Accept
32	GN	64	6.31	5.50	62	1.34	1.96	Accept
33	SA	64	6.37	6.50	62	.25	1.96	Accept
34	RE	64	5.87	5.34	62	.91	1.96	Accept
35	FA	64	6.34	7.34	62	1.37	1.96	Accept
36	GN	64	6.81	6.94	62	.20	1.96	Accept
37	SA	64	7.25	7.25	62	.00	1.96	Accept
38	RE	64	4.69	4.61	62	.12	1.96	Accept
39	FA	64	8.82	9.87	62	1.19	1.96	Accept
40	GN	64	7.06	7.19	62	.24	1.96	Accept

Table 2

Summary of Tests for Question #42
HPR - Low HPR v.s. High HPR

Item	Category	N1[1] Low HPR	N2 High HPR	$\bar{x}_1$ Low HPR	$\bar{x}_2$ High HPR	df.	t	t.05	Ho: Decision
1	SA	18	19	6.61	6.95	35	.56	1.96	Accept
2	RE	18	19	7.00	7.11	35	.12	1.96	Accept
3	FA	18	19	5.50	6.11	35	.64	1.96	Accept
4	GN	18	19	6.39	6.89	35	.59	1.96	Accept
5	SA	18	19	4.61	4.21	35	.03	1.96	Accept
6	RE	18	19	6.67	6.68	35	.01	1.96	Accept
7	FA	18	19	6.94	7.11	35	.18	1.96	Accept
8	GN	18	19	5.28	4.89	35	.45	1.96	Accept
9	SA	18	19	5.56	6.63	35	1.26	1.96	Accept
10	RE	18	19	7.82	7.79	35	.04	1.96	Accept
11	FA	18	19	7.61	8.00	35	.77	1.96	Accept
12	GN	18	19	7.17	6.79	35	.44	1.96	Accept
13	SA	18	19	6.78	7.11	35	.48	1.96	Accept
14	RE	18	19	4.69	4.68	35	.01	1.96	Accept
15	FA	18	19	5.49	6.32	35	.39	1.96	Accept
16	GN	18	19	6.22	5.05	35	1.57	1.96	Accept
17	SA	18	19	6.39	6.95	35	.85	1.96	Accept
18	RE	18	19	3.78	2.79	35	1.22	1.96	Accept
19	FA	18	19	7.17	7.11	35	.10	1.96	Accept
20	GN	18	19	6.35	6.68	35	.43	1.96	Accept
21	SA	18	19	8.11	8.68	27[2]	1.19	1.96	Accept
22	RE	18	19	4.94	3.16	35	2.34	1.96	Reject
23	FA	18	19	7.00	6.32	35	.66	1.96	Accept
24	GN	18	19	7.39	7.32	35	.11	1.96	Accept
25	SA	18	19	6.33	6.42	35	.11	1.96	Accept
26	RE	18	19	7.50	7.58	35	.17	1.96	Accept
27	FA	18	19	4.61	4.84	35	.33	1.96	Accept
28	GN	18	19	7.11	6.47	35	.71	1.96	Accept
29	SA	18	19	8.06	8.37	35	.79	1.96	Accept
30	RE	18	19	6.83	5.58	35	1.35	1.96	Accept
31	FA	18	19	4.83	4.32	35	.57	1.96	Accept
32	GN	18	19	5.72	5.63	35	.10	1.96	Accept
33	SA	18	19	6.83	5.85	30[2]	1.31	1.96	Accept
34	RE	18	19	5.94	5.47	35	.60	1.96	Accept
35	FA	18	19	6.56	6.84	35	.29	1.96	Accept
36	GN	18	19	6.28	7.00	35	.83	1.96	Accept
37	SA	18	19	7.11	7.47	35	.62	1.96	Accept
38	RE	18	19	3.89	4.26	35	1.10	1.96	Accept
39	FA	18	19	6.17	4.74	35	1.38	1.96	Accept
40	GN	18	19	6.94	7.26	31[2]	.51	1.96	Accept

[1]"Low" and "High" HPR refers to the scale employed. The intervals for low HPR include below 2.00 (N=4) and 2.00-2.24 (N=14), while the intervals for high HPR include 3.01-3.49 (N=12), 3.50-3.74 (N=5), and 3.75-4.00 (N=2).

[2]The cases of unequal variances necessitated the computation via "F Ratios," and hence, result in an apparent discrepancy for the degrees of freedom.

Table 3

Summary of Tests for Question #44
Age: Under 20 Versus Over 20

Item	Category	N	$\bar{x}$ Under 20	$\bar{x}$ Over 20	df.	t	t.05	Ho: Decision
1	SA	60	6.62	6.58	58	.07	1.96	Accept
2	RE	60	6.52	7.23	58	.94	1.96	Accept
3	FA	60	5.14	5.57	58	.56	1.96	Accept
4	GN	60	5.76	6.58	58	1.23	1.96	Accept
5	SA	60	5.38	4.23	58	1.72	1.96	Accept
6	RE	60	7.14	7.04	58	.18	1.96	Accept
7	FA	60	7.08	7.68	58	.65	1.96	Accept
8	GN	60	5.52	4.97	58	.83	1.96	Accept
9	SA	60	7.28	6.05	58	2.24	1.96	Reject
10	RE	60	6.59	7.48	58	1.26	1.96	Accept
11	FA	60	6.55	7.20	58	.98	1.96	Accept
12	GN	60	6.79	7.47	58	1.22	1.96	Accept
13	SA	60	7.52	6.96	58	.85	1.96	Accept
14	RE	60	5.41	4.53	58	1.24	1.96	Accept
15	FA	60	6.52	6.27	58	.34	1.96	Accept
16	GN	60	6.34	5.76	58	1.00	1.96	Accept
17	SA	60	6.86	6.46	58	.70	1.96	Accept
18	RE	60	4.45	3.56	58	1.24	1.96	Accept
19	FA	60	6.48	7.19	58	1.29	1.96	Accept
20	GN	60	7.41	6.38	58	1.67	1.96	Accept
21	SA	60	8.14	8.25	58	.27	1.96	Accept
22	RE	60	3.48	4.14	58	.94	1.96	Accept
23	FA	60	6.55	6.51	58	.05	1.96	Accept
24	GN	60	7.76	7.46	56	.65	1.96	Accept
25	SA	60	7.17	6.65	58	.90	1.96	Accept
26	RE	60	6.97	7.49	58	1.12	1.96	Accept
27	FA	60	4.93	4.84	58	.16	1.96	Accept
28	GN	60	6.55	7.15	58	.85	1.96	Accept
29	SA	60	8.28	8.26	58	.06	1.96	Accept
30	RE	60	6.48	6.64	58	.22	1.96	Accept
31	FA	60	5.34	4.89	58	.60	1.96	Accept
32	GN	60	6.10	5.84	58	.39	1.96	Accept
33	SA	60	4.79	4.16	58	.68	1.96	Accept
34	RE	60	5.79	5.87	58	.13	1.96	Accept
35	FA	60	6.79	7.37	58	.78	1.96	Accept
36	GN	60	6.83	6.63	58	.30	1.96	Accept
37	SA	60	7.28	7.24	58	.07	1.96	Accept
38	RE	60	4.66	4.20	58	.66	1.96	Accept
39	FA	60	5.14	5.94	58	.97	1.96	Accept
40	GN	60	7.10	7.30	58	.34	1.96	Accept

Table 4

Summary of Tests for Question #45
Military Service: Non-Veteran v.s. Veteran

Item	Category	N	$\bar{x}$ Non-Vet.	$\bar{x}$ Vet.	df.	t	t.05	Ho: Decision
1	SA	26	6.38	6.38	24	1.05	2.06	Accept
2	RE	26	6.17	6.85	24	.52	2.06	Accept
3	FA	26	5.23	6.08	24	.87	2.06	Accept
4	GN	26	5.08	6.08	24	.93	2.06	Accept
5	SA	26	5.31	3.85	24	1.49	2.06	Accept
6	RE	26	7.38	6.38	24	1.04	2.06	Accept
7	FA	26	7.38	7.54	24	1.70	2.06	Accept
8	GN	26	5.92	4.62	24	1.15	2.06	Accept
9	SA	26	7.54	5.69	23	2.00	2.06	Accept
10	RE	26	6.33	7.92	24	2.48	2.06	Reject
11	FA	26	7.80	7.69	24	.24	2.06	Accept
12	GN	26	7.15	7.92	24	.88	2.06	Accept
13	SA	26	7.62	7.15	24	.50	2.06	Accept
14	RE	26	4.77	3.31	24	1.39	2.06	Accept
15	FA	26	7.15	5.92	24	1.16	2.06	Accept
16	GN	26	6.92	5.54	23	1.56	2.06	Accept
17	SA	26	6.92	6.69	24	.24	2.06	Accept
18	RE	26	3.46	3.77	24	.01	2.06	Accept
19	FA	26	6.75	7.08	24	.36	2.06	Accept
20	GN	26	7.77	6.77	24	1.02	2.06	Accept
21	SA	26	8.31	7.77	22	.78	2.06	Accept
22	RE	26	2.92	4.31	24	1.25	2.06	Accept
23	FA	26	7.46	8.00	25	.64	2.06	Accept
24	GN	26	7.92	7.38	24	.72	2.06	Accept
25	SA	26	7.54	7.00	24	..69	2.06	Accept
26	RE	26	7.31	7.69	24	.56	2.06	Accept
27	FA	26	5.15	5.69	24	.55	2.06	Accept
28	GN	26	7.08	7.38	24	.01	2.06	Accept
29	SA	26	8.38	7.62	22	1.15	2.06	Accept
30	RE	26	6.69	6.92	24	.23	2.06	Accept
31	FA	26	5.38	5.62	24	.19	2.06	Accept
32	GN	26	6.31	6.77	24	.46	2.06	Accept
33	SA	26	6.50	7.78	24	1.56	2.06	Accept
34	RE	26	5.77	7.15	24	1.69	2.06	Accept
35	FA	26	7.23	7.46	24	.23	2.06	Accept
36	GN	26	7.54	7.00	24	.63	2.06	Accept
37	SA	26	7.00	6.08	24	.90	2.06	Accept
38	RE	26	5.83	4.23	24	1.45	2.06	Accept
39	FA	26	5.00	6.77	24	1.44	2.06	Accept
40	GN	26	6.92	7.62	24	.78	2.06	Accept

Table 5

Summary of Tests for Question #46
Marital Status: Single v.s. Married

Item	Category	N	$\bar{x}$ Single	$\bar{x}$ Married	df.	t	t.05	Ho: Decision
1	SA	66	6.18	6.61	64	.02	1.96	Accept
2	RE	66	6.19	7.64	64	2.30	1.96	Reject
3	FA	66	4.73	6.27	64	2.12	1.96	Accept
4	GN	66	5.67	6.47	64	1.29	1.96	Accept
5	SA	66	4.67	4.50	64	.25	1.96	Accept
6	RE	66	7.03	7.06	64	.05	1.96	Accept
7	FA	66	7.12	7.67	64	.96	1.96	Accept
8	GN	66	4.85	4.97	64	.18	1.96	Accept
9	SA	66	6.48	6.91	64	.86	1.96	Accept
10	RE	66	7.13	7.79	64	1.05	1.96	Accept
11	FA	66	6.93	7.50	64	1.13	1.96	Accept
12	GN	66	6.82	8.15	56	2.80	1.96	Reject
13	SA	66	6.70	7.63	64	1.51	1.96	Accept
14	RE	66	5.00	4.34	64	.99	1.96	Accept
15	FA	66	5.51	7.03	64	2.38	1.96	Reject
16	GN	66	6.09	5.79	64	.52	1.96	Accept
17	SA	66	6.33	6.39	64	.10	1.96	Accept
18	RE	66	3.58	3.03	64	.87	1.96	Accept
19	FA	66	7.06	6.91	64	.27	1.96	Accept
20	GN	66	6.82	7.30	64	.87	1.96	Accept
21	SA	66	8.55	8.09	114	1.48	1.96	Accept
22	RE	66	3.94	3.52	64	.69	1.96	Accept
23	FA	66	5.85	6.77	64	1.20	1.96	Accept
24	GN	66	7.68	7.79	64	1.28	1.96	Accept
25	SA	66	6.70	7.30	64	1.20	1.96	Accept
26	RE	66	7.39	7.15	64	.55	1.96	Accept
27	FA	66	4.55	4.91	64	.65	1.96	Accept
28	GN	66	6.64	7.31	64	1.06	1.96	Accept
29	SA	66	8.48	8.06	105	1.31	1.96	Accept
30	RE	66	6.33	6.36	64	.04	1.96	Accept
31	FA	66	4.97	4.70	64	.38	1.96	Accept
32	GN	66	6.03	6.42	64	.63	1.96	Accept
33	SA	66	5.85	6.87	64	1.93	1.96	Accept
34	RE	66	5.25	6.33	64	2.00	1.96	Reject
35	FA	66	6.97	6.91	64	.09	1.96	Accept
36	GN	66	6.76	6.91	64	.26	1.96	Accept
37	SA	66	7.39	7.15	64	.48	1.96	Accept
38	RE	66	4.88	4.75	64	.21	1.96	Accept
39	FA	66	4.67	6.41	64	2.28	1.96	Reject
40	GN	66	6.88	7.45	64	1.10	1.96	Accept

APPENDIX IV

Confidence Intervals

Confidence Intervals for Those Items
That were Signficantly Different on:
Question # 41: Sex - Male v.s. Female

Item	Male	Female
6	$5.28 < u < 6.90$	$6.46 < u < 8.16$
13	$5.00 < u < 6.88$	$6.60 < u < 8.22$
17	$4.99 < u < 6.51$	$6.07 < u < 7.81$
21	$6.92 < u < 8.41$	$8.49 < u < 8.95$
26	$7.46 < u < 8.30$	$6.22 < u < 7.66$
29	$7.08 < u < 8.30$	$8.29 < u < 8.83$

Sample Size: N=32 Each

Question #42: Honor Point Ratio

Item	Low H.P.R.	High H.P.R
22	$4.10 < u < 5.94$	$2.07 < u < 4.25$

Sample Size: N=18 (Low) N=19 (High)

Confidence Intervals for Those Items
That were Significantly Different on:
Question #44: Age - Under 20 v.s. Over 20

Item	Under 20	Over 20
9	$6.59 < u < 7.97$	$5.15 < u < 6.95$

Sample Size: N=30 Each

Question #45: Military Service

Item	Non-Veteran	Veteran
10	$4.67 < u < 8.00$	$6.56 < u < 9.28$

Sample Size: N=13 Each

Question #46: Marital Status

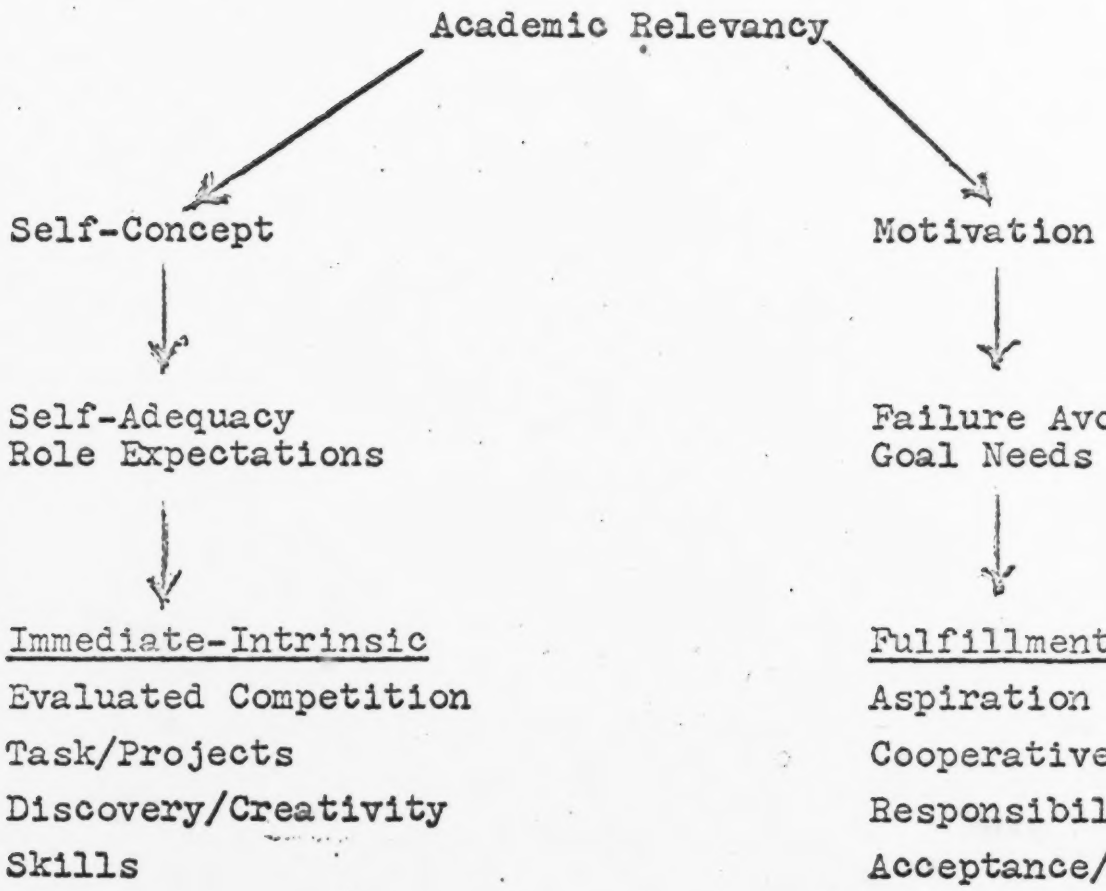
Item	Single	Married
2	$5.10 < u < 7.29$	$6.86 < u < 8.44$
12	$5.99 < u < 7.65$	$7.72 < u < 8.58$
15	$4.53 < u < 6.49$	$6.62 < u < 7.81$
34	$4.43 < u < 6.07$	$5.66 < u < 7.00$
39	$3.59 < u < 5.76$	$5.38 < u < 7.44$

Sample Size: N=33 Each

APPENDIX V

General Theory and a Hierarchy of Values for Academic Relevancy

GENERAL THEORY AND A HIERARCHY
OF VALUES FOR ACADEMIC RELEVANCY



APPENDIX VI

The Relevancy Inventory

The Relevancy Inventory
(Part II)

The purpose of this inventory is to ascertain how you feel about various ideas or issues that may or may not be pertinent to you. The forty questions are a representative sample drawn by college students as being most germane for the purpose of this inventory.

* * * * * * *

How would you feel:

1. If you had to work your way through college?
2. If you discovered you were in the wrong field of study?
3. If flunking a test did <u>not</u> bother you?
4. If upon graduating with a B.S. degree in your profession you were interested in another occupation?
5. If your friends felt that you would never graduate from college?
6. If your actual role as a professional person (after graduation) was not up to the expectations or standards in your field?
7. If you discovered that someone had given you a very poor recommendation for your chosen profession?
8. If someone advised you that, before electing a major, you should "know yourself" before deciding what you want in life?
9. If you got an <u>A</u> in an important subject without really trying?
10. If you found your occupation rewarding and worthwhile?
11. If you were failing a class?
12. If you were put in a position of helping people develop or set life-time goals?
13. If after studying for hours, you still failed a test?
14. If you told your parents that you took part in a peace demonstration to which they were opposed?
15. If failing terminated your desire to achieve?

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16. If you were told that, in order to be an efficient person in your field, you had to meet your goals?

17. If you could not understand a particular personal problem?

18. If you were staying in college only to please your parents and friends because you did not want to disappoint them?

19. If you failed an important requirement necessary for your field, would you continue in this major?

20. If you were offered a fascinating job starting at $20,000 yearly?

21. If you got the only A on a very difficult test?

22. If your relatives look at you as a poor example of their ideals?

23. If you repeatedly failed in what you tried?

24. If your ideas and goals were accepted by your classmates with enthusiasm and excitement?

25. If 3 out of 4 of your teachers said that you were a very efficient student?

26. If you were told that understanding and application of knowledge were more important than receiving good grades?

27. If you knew that you were a disruptive influence in your class?

28. If you had a poor teacher for a subject you were really interested in?

29. If, when you finish college, you feel ready and extremely confident to enter your chosen field.

30. If you suddenly discovered that you had been deceived in what you thought you really wanted, (i.e., you had been "brainwashed" by parents, teachers, etc., etc.)?

31. If you could not make an athletic team because of low grades?

32. If you discovered that your main goal in life was easily attainable?

33. If you realized that your feeling of self-adequacy was low in respect to the life goals that you had set?

34. If the expectations of your instructors are far greater than your efforts?

35. If all that you believed in were suddenly "knocked" from under you?

36. If you were offered a substantial grant to do graduate work immediately following graduation?

37. If, after preparing for a certain position, you discover that they have re-assigned you to a more responsible and challenging task?

38. If you could convince others to elect you to the student senate or to some other important college office?

39. If you were caught cheating?

40. If you could be understood by your instructor?